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ABSTRACT

With the help of a consultant and the special teachers, a teacher aide provided language development work in primary and intermediate classes for educable mentally handicapped children. Speech activities and a language development kit were planned. The aide's role differed in different classes, but as the year progressed she worked more with specific language handicapped children. Over three-fourths of the document consists of the kit materials developed in the areas of plurals and singulars, verbs, names, and comparisons and analogies. (JD)

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LANGUAGE DEVELOPMENT

EDUCABLE MENTALLY HANDICAPPED

Grand Forks, North Dakota

1969 - 1970

Prepared for

Mr. Vernon Eberly, State Coordinator Title III
The State of North Dakota
Department of Public Instruction
Bismarck, North Dakota

and

Miss Janet Smaltz
State Director of Special Education

and

The School Board
Grand Forks, North Dakota
Dr. Wayne Worner
Dr. Harold Bergquist
Dr. Donald Mrdjenovich

by

Margaret Abbott
Director of The Teacher and His Staff Project
Carole Peterson
Project Consultant
Marian Updike
Teacher Aide in Special Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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During the spring of 1969 an aide project utilizing a teacher aide specializing in Language Arts and Language Development was devised by Mrs. O. A. Knutson, Director of Special Education, Grand Forks and Mrs. Margaret Abbott, Director of The Teacher and His Staff Project. The proposed project would operate within primary and intermediate classrooms for the educable mentally handicapped in the Grand Forks Public Schools. One full time instructional aide and a part-time consultant would be hired to facilitate the project.

Project work began in earnest in June with the hiring of a consultant having a Speech Therapy and Elementary Education background. The consultant, Mrs. Carole Peterson, Mrs. Knutson and Mrs. Abbott then met with two teachers representing the primary and intermediate level classrooms. Mrs. Margaret Mason and Mrs. Ada Elliot viewed the project from the classroom teacher's point of view.

From these meetings the concept emerged of an aide who was to function solely in the area of Language--under the supervision of the classroom teachers and in regular contact with the consultant. A schedule was devised placing the aide in three primary classrooms one full day per week, intermediate classrooms one-half day per week with the remaining half day to be used for material preparation and resource.

	Monday	Tuesday	Wednesday	Thursday	Friday
A.M.	Winship Primary	Lincoln Intermediate	Roosevelt Primary	Belmont Intermediate	Nathan (Training Class) Primary
P.M.		office Time		Winship Intermediate	Twining (Air Base) Primary

It was forseen that the aide would work with individually selected children in the areas of speaking, listening, reading and writing, with primary emphasis on oral communication. The consultant would also serve as a liason person to the speech therapists in each building, contacting them for directions and suggestions, advising the aide and supervising speech therapy activities within the classroom.

Following a meeting with the State Director of Special Education, Miss Janet Smaltz, to solidify plans, personal interviews were held to select an aide.

Interviewing was completed early in June so that the person hired, Mrs. Marian Updike, could enroll in the summer aide training program conducted by the school system under Mrs. Abbott's direction.

In August Mrs. Peterson and Mrs. Updike began meeting with the goal of orienting Mrs. Updike and preparing materials. A list of suggested readings was prepared for her and she found them to be helpful:

Educating The Retarded Child (Kirk and Johnson) Chapters 1,8,9,12.
Mental Retardation (Rothestein) Chapters 8,25, 41,42,43.
The Mentally Retarded Child (Robinson and Robinson)
Educating Exceptional Children (Kirk) Chapters 1,12.
Psychology of Exceptional Children and Youth (Cruickshank) Chapters 4,9.
Steps To Achievement For The Slow Learner (Ebersole, Kephart, Ebersole) Chapters 1,2, 7,10,11.
Speech Correction: Principles and Methods (Van Riper) Chapters 1,2,4,5,10,15.

Some materials were ordered, although it was decided to order as the need arose. Materials of proven worth were:

1. A cassette tape recorder
2. <u>The Child Speaks</u> by Margaret Byrne*
3. Language arts materials*
4. <u>Sounds I Say</u> Books I & II plus teacher's manuals*
5. Structural Reading Kit A (teacher's kit)*
6. <u>Sounds I Can Hear</u> (a set of tapes for listening, speaking use)*

Expendable supplies such as felt pens, transparencies,

* See Appendix for more information on ordering.

etc. were purchased at a local school supply store as needed.

Mrs. Updike did not enter the classrooms during the first week of school. This time was spent in readings, meetings with Mrs. Peterson, visits to various classrooms and lesson preparations. It was noted that Mrs. Updike's entry into the classrooms was greeted with acceptance and enthusiasm by both teachers and students.

The teachers had been informed that the aide was under their direction while in their classroom but that they were not expected to have directions written out or her day "planned" for her. Rather, the teacher was to select children needing extra help in a given

language area, describe the needs and the aide would carry on with preparation of materials and actual work with the pupil--with observation and suggestions, of course, by the teacher.

It was for this reason (preparation) that the aide was given ½ day per week free from classroom responsibilities. She was not expected to remain after school nor to prepare materials at home. As an aide she was expected to be in her assigned room by 8:15 a.m. and was free to leave for noon and again at 3:30 upon dismissal. Mrs. Updike found herself putting in somewhat longer hours at times, although this was left entirely at her discretion.

Mrs. Peterson, consultant, made classroom visitations once per week and was available at any time to Mrs. Updike and teachers. Longer personal meetings were sometimes held on Mrs. Updike's ½ day out of the classroom or after school. Monthly narrative type reports were also made by the aide to Mrs. Abbott, project director.

Contact was made with the speech therapists early in the fall to gain suggestions and recommendations concerning children within the EMH rooms receiving speech therapy. The recommendations were studied by Mrs. Peterson who then met with Mrs. Updike to plan implementation of them. The speech activities ranged from simple carryover activities to more complex areas such as categorizing, speechreading and voice projection. The speech therapists were contacted to report on responses and to ask for new recommendations and observations.

Once the total project was operational further plans for an objective statistical evaluation of the program were made. Aside from the enthusiasm of persons concerned and day to day gains seen with individual children it was felt that a more objective evaluation would be helpful. A project such as this is inherently difficult to evaluate, not only because of the variety of "tasks" and methods involved but the sparsity of language development tests available today touching on more than oral language. The final decision was made in October to use the Illinois Test of Psycholinguistic Abilities on a test-retest basis with a two-fold purpose: 1.) to get statistical information on 15 selected students with whom Mrs. Updike was working; 2.) to use the original test results as a diagnostic

tool to pinpoint areas of difficulty so that remediation could begin. Mr. Rodney Gillund of the Special Education Department of the University of North Dakota agreed to administer and interpret the tests. Results were made available to Mrs. Peterson, Mrs. Knutson and classroom teachers together with his recommendations. (It is appropriate to note at this point that building principals were always informed of all activities and persons coming and going in their respective buildings.)

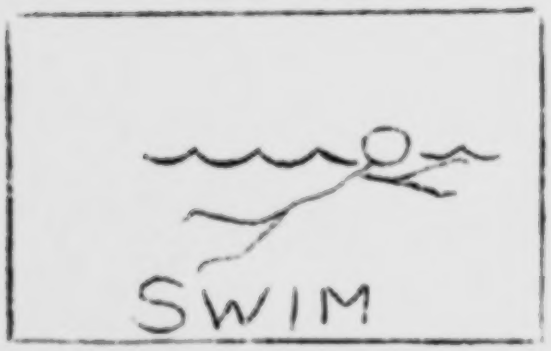
Following a consultation with Mr. Gillund and further study of the results, Mrs. Peterson began planning remedial type utilization of the results. It was felt that one use might be a "kit" approach stressing five ITPA subtest areas that appeared to present the greatest difficulty to a number of students. In simplified form the kit covered:

A. Plurals and singulars
B. Verb tense
C. Comparisons (big, bigger, biggest)
D. Names (driving-a driver)
E. Analogies

The kit was jointly prepared by the aide and consultant, consisting of large illustrations, colored pictures and manuscript writing done on 8½ x 11 inch tagboard sheets. The sheets were stored separately in an accordian type folder and purposely kept in an unbound form.

SWIM

Side One



Side Two

The boy is _____

Yesterday he _____.

Tomorrow he will _____.

He is a _____.

The kit was found to be useful and attractive to children at both primary and intermediate levels. It could also be used in a variety of ways.

As the year progressed, Mrs. Updike found herself working more and more with specific language handicapped children. Her personal notations regarding work done with these children follows:

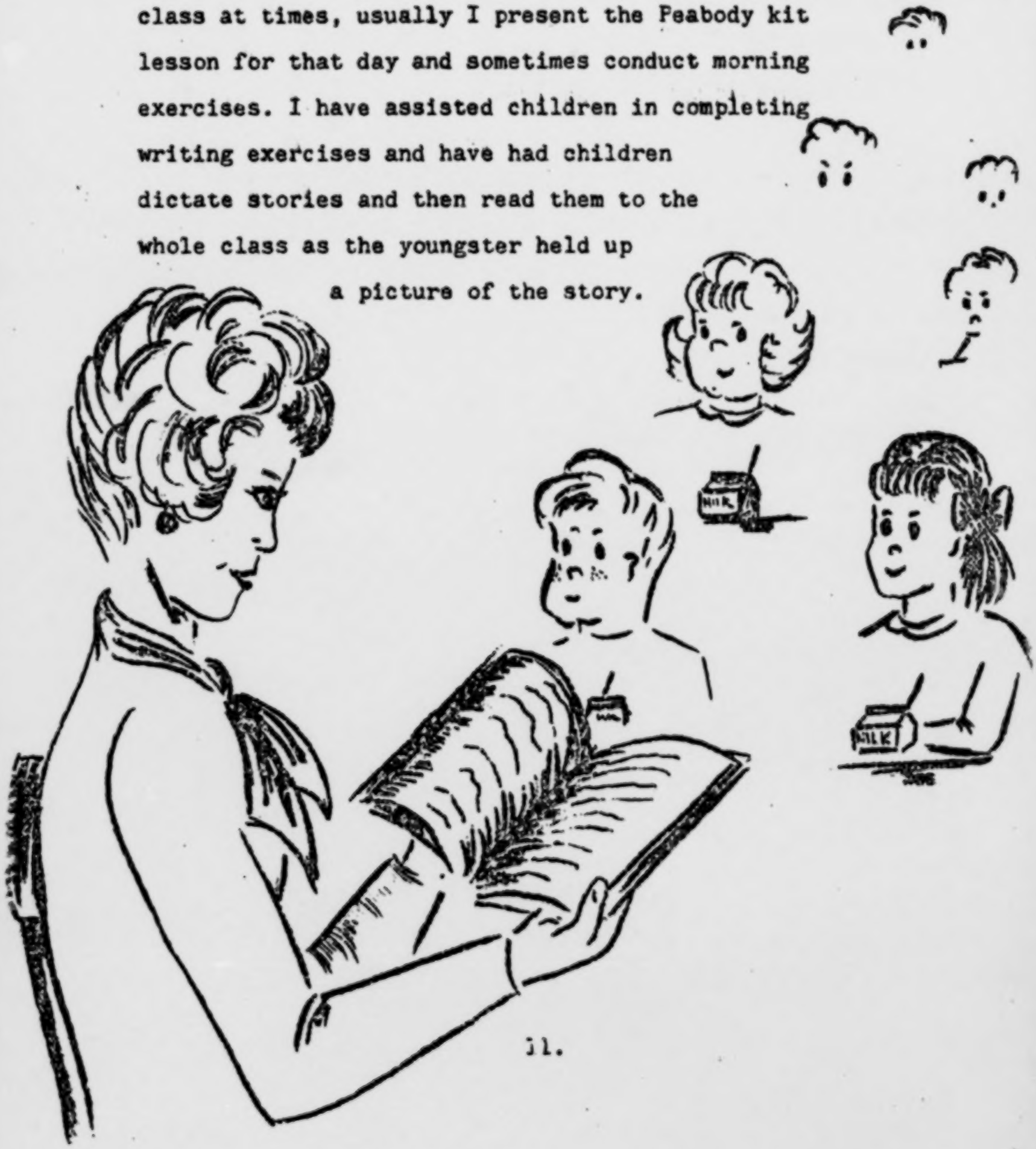
Primary Class A: "The work I have done in this class has been solely that of an instructional aide. I have usually worked with the children on a one to one or two basis--never more than three children at a time. I accompanied this class on three field trips. The first was a bus tour of the city. The second was a tour of local churches and the third was a trip to the school custodian's home to see a coal burning furnace. I've also helped on class projects within the room. I have concentrated on several children that the teacher pointed out as having particular needs:
One pupil learned to relate stories. At first I had to use leading questions with yes or no answers but he can now relate stories and is aware of rudimentary

written sentence structure. Another girl and I worked primarily on simple action verbs, saying them, acting them out and reading them. I have also worked with some of the children on learning the alphabet, administered Fitzhugh tests, etc."

Primary Class B: "I have worked quite independently with few suggestions from the teacher. With one particular girl I have concentrated on learning the alphabet and discrimination of letters, color names. With one boy having little or no speech I have used

the Peabody Language Kit, identification of people and objects in the room, talked about his home and family, practised writing names and used toys to stimulate speech."

Primary Class C: "Here I have worked with the whole class at times, usually I present the Peabody kit lesson for that day and sometimes conduct morning exercises. I have assisted children in completing writing exercises and have had children dictate stories and then read them to the whole class as the youngster held up a picture of the story.



I have had children dictate their story into the tape recorder and then played back to the whole class while the child stands up as his or her story comes on the tape. I have read stories at milk time, shown film strips and conducted discussion periods."

Intermediate Class A: "This is a small class of seven children so I have been able to work with each student for about one half hour a morning. One particular girl and I have concentrated on carryover of the S sound and have developed a speech book--another physically handicapped boy is working on the K and P sounds and I work with him on initial consonants. One of the girls has been introduced to nouns and verbs--while another is working on visual and spoken discrimination of words."

Intermediate Class B: "This is a large class with several children needing individual help. One severely handicapped boy and I concentrated on reading vocabulary and oral reading. I stressed putting the ends on words and we used the tape recorder. One girl and I carried

out the speech therapist's recommendations of naming body parts, everyday greetings, categorizing. I conducted several small group discussions and once in awhile played a phonics game with the students.

Intermediate Class C: "In this small class I have concentrated on helping one girl achieve carryover of the R sound--have presented Peabody lessons, small group discussion, interpretation of ideas or pictures and done phonics exercises. I helped the students make puppets and prepared skits and riddles to perform. I also take oral book reports."

These comments by Mrs. Updike are necessarily brief but do give the reader some idea of her activities.

It is felt that the overall project has been successful. Problems occuring were of a minor nature (schedule changes, etc.) and difficulties involving line of authority, activities or basic philosophy did not occur.

The project as it was developed within the Grand Forks Public School System could be either utilized or adapted elsewhere with modifications to meet needs of specific school districts.

There is little doubt that specific area instructional aides can strengthen and reinforce work of classroom teachers and speech therapists. It has also been demonstrated that a nonprofessional or lay person, if prepared and supervised, can effectively further the development of handicapped children.

APPENDIX

BIBLIOGRAPHY

Of Materials Ordered

The Child Speaks by Margaret Byrne
Harper Row Co., 2500 Crawford Ave., Evanston, Illinois. 60201 $3.61

Language arts materials available through the Judy Company, 310 N. 2nd St., Minneapolis, Minnesota.
Catalog #99
Pg. 5 - Q57,56,55,53,54 - $1.00 ea.
Pg. 6,7 - Q2,3,5,8,11 - $1.95 ea.
67,70,71,72 - $1.25 ea.
Catalog #25
#504 Clothing Set $6.45

Sounds I Say Books I and II plus teacher's manuals
ODDO Publishing, Ken Bachman, 1120 S. University Dr., Fargo, North Dakota. $.98 each T.M. $.50 each
Accompanying Tape - $3.50

Structural Reading Kit A (teacher's kit) $20.00
L.W. Singer Co., 110 River Rd., DesPlaines, Illinois. 60016

Sounds I Can Hear (a set of tapes for listening, speaking use) $15.00
Scott Forsman, 1900 E. Lake, Glenview, Illinois 60025

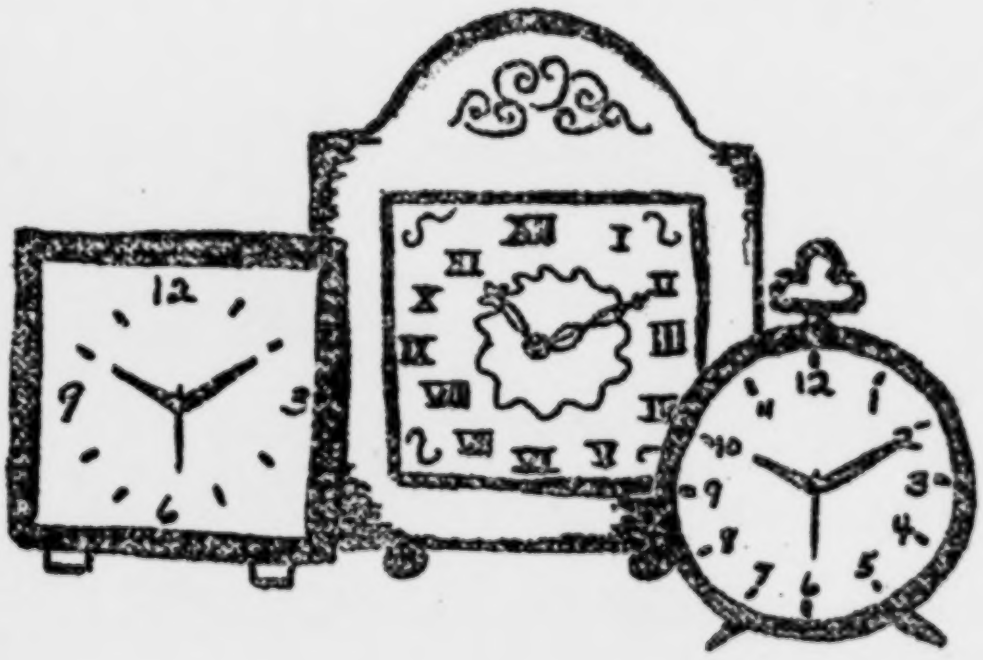
KIT

Stressing Five

ITPA Subtest Areas

PLURALS and SINGULARS

clock

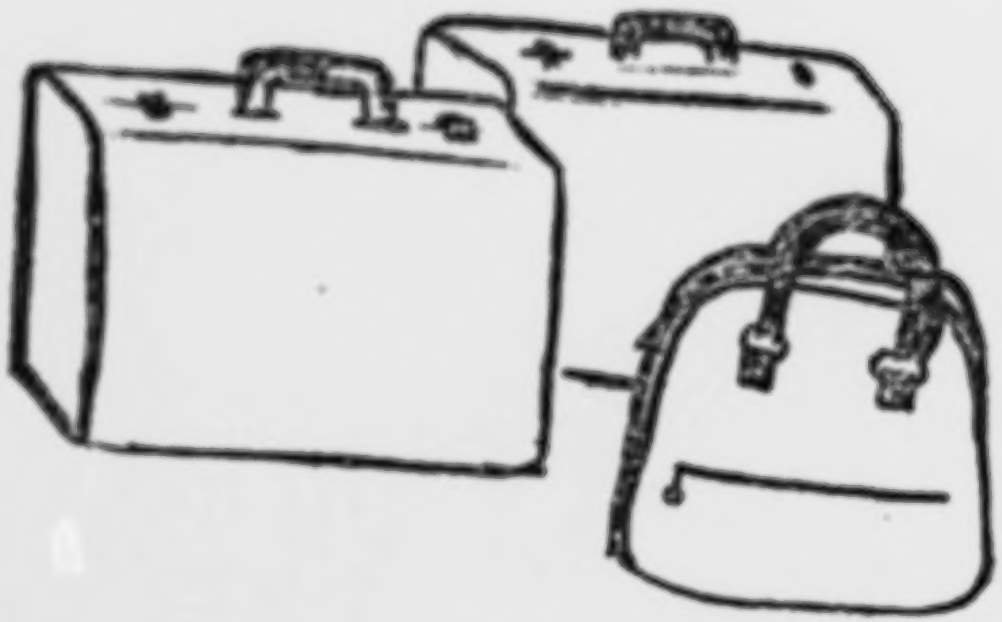


clocks

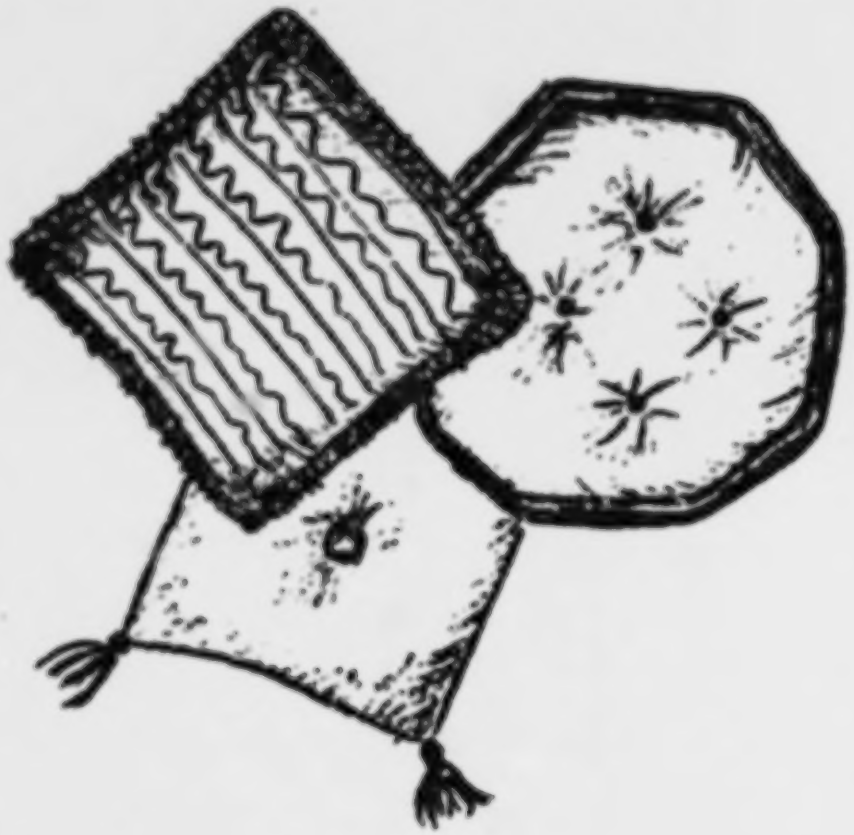
a candle

candles

suitcase

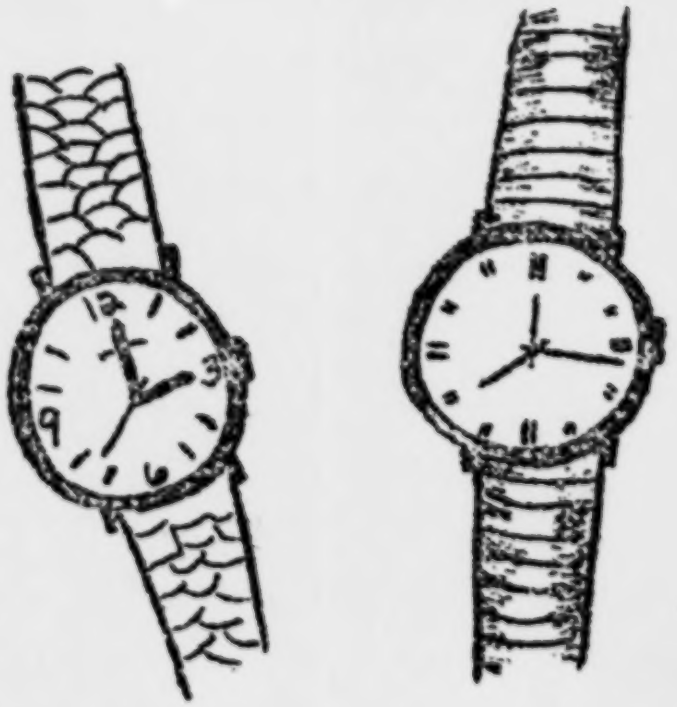


Suitcases



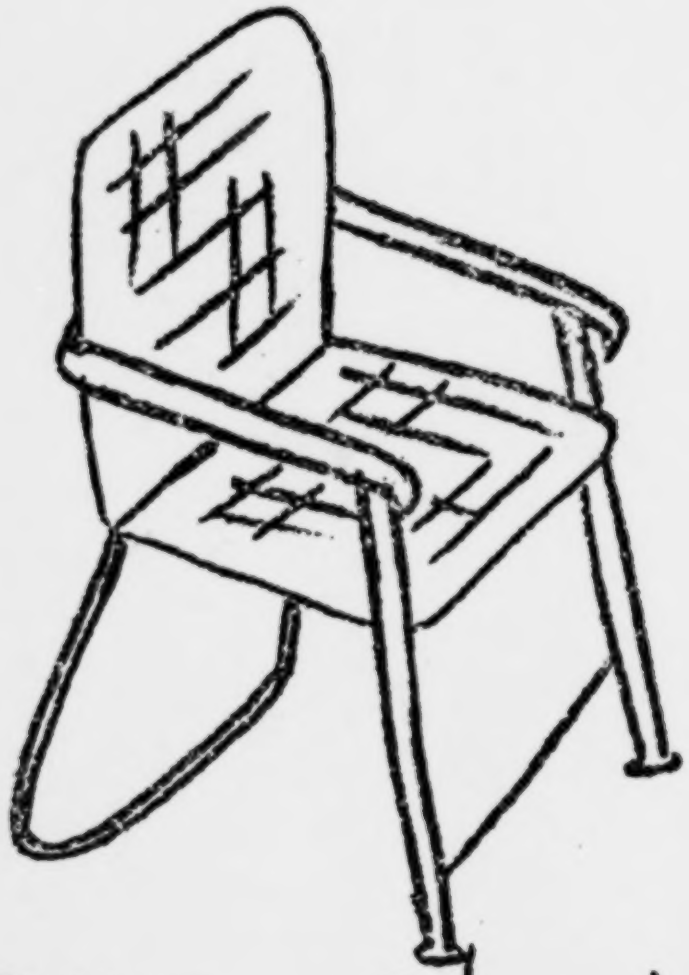
pillows

pillow

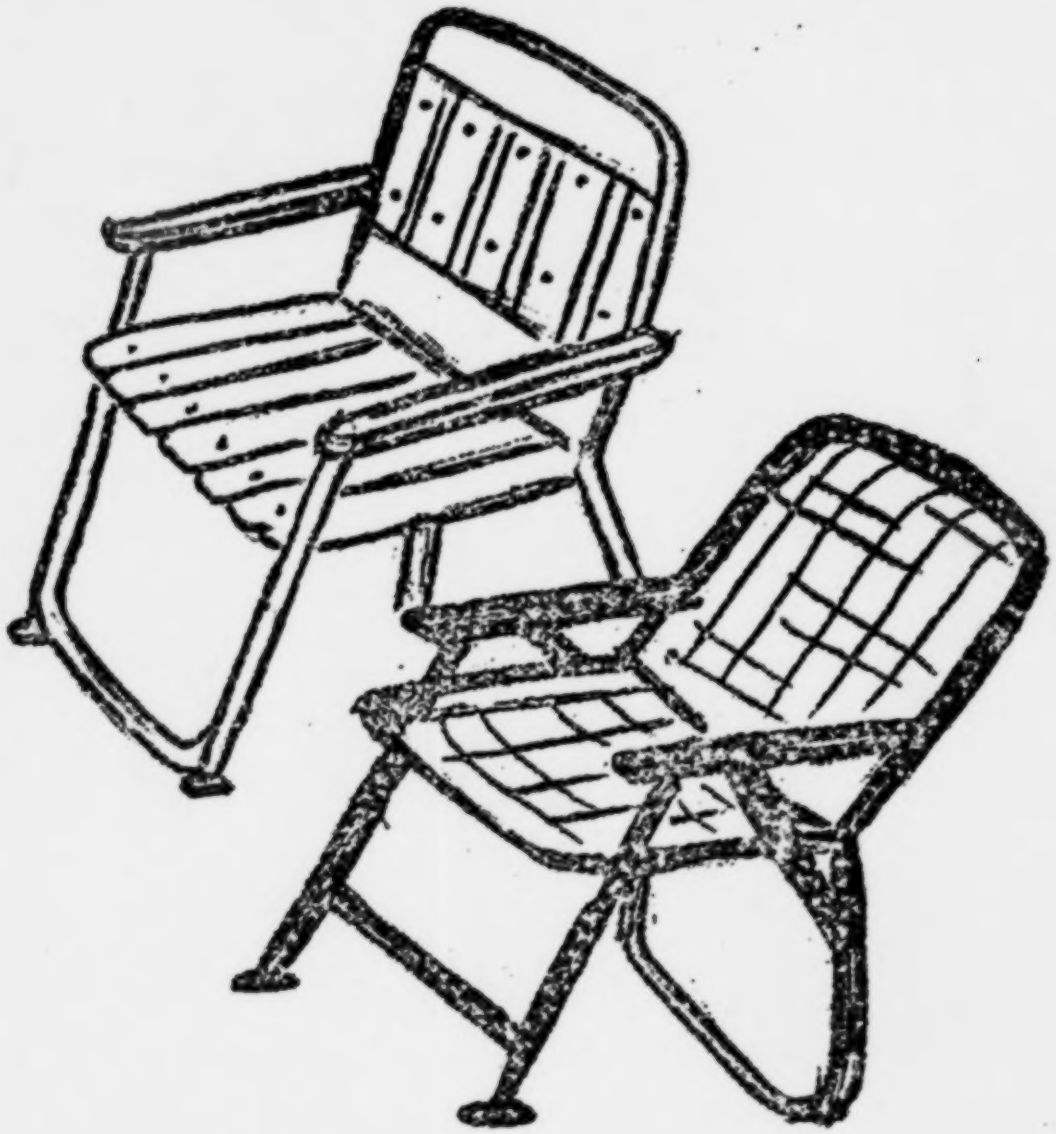


2 Watches

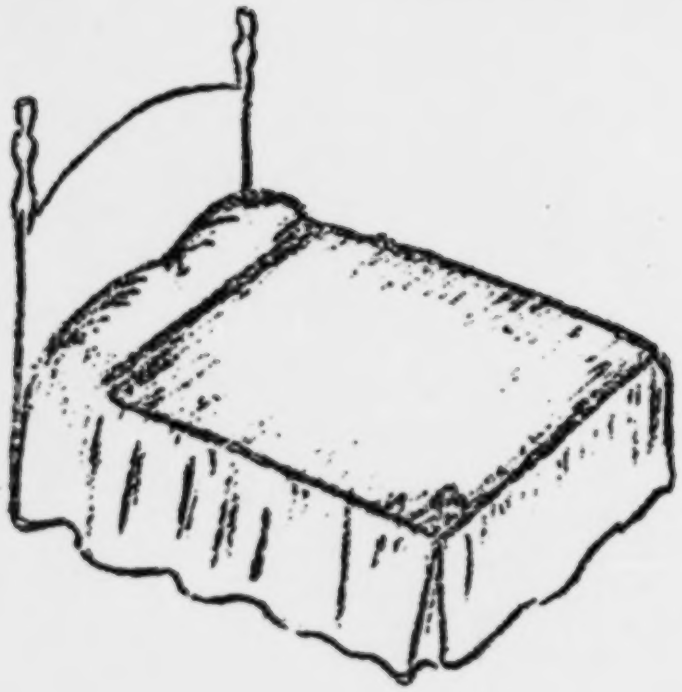
1 watch



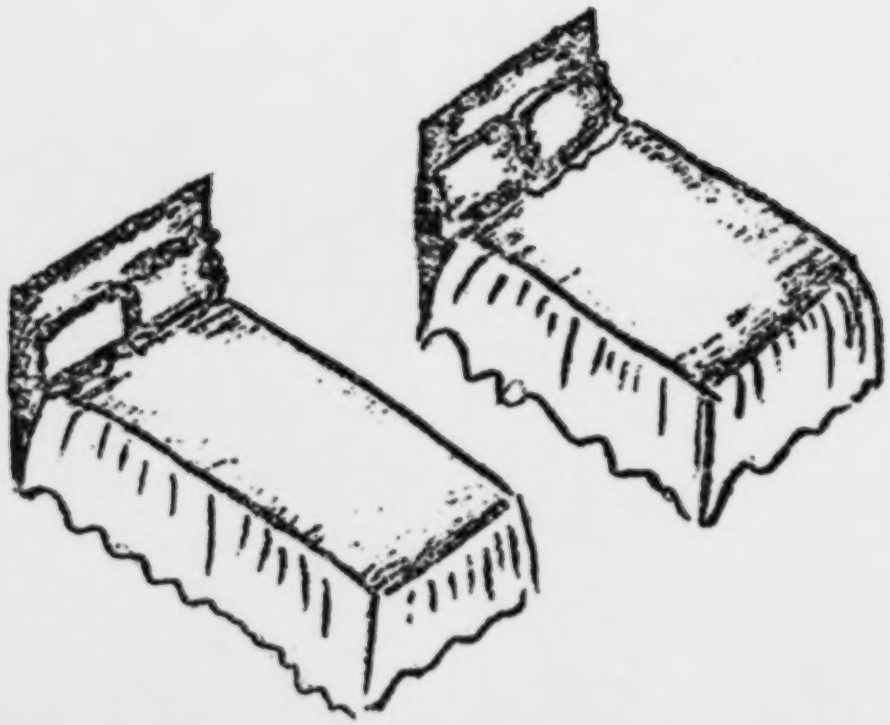
one Chair



two Chairs



a bed



two beds

a picture

two
pictures

man

men

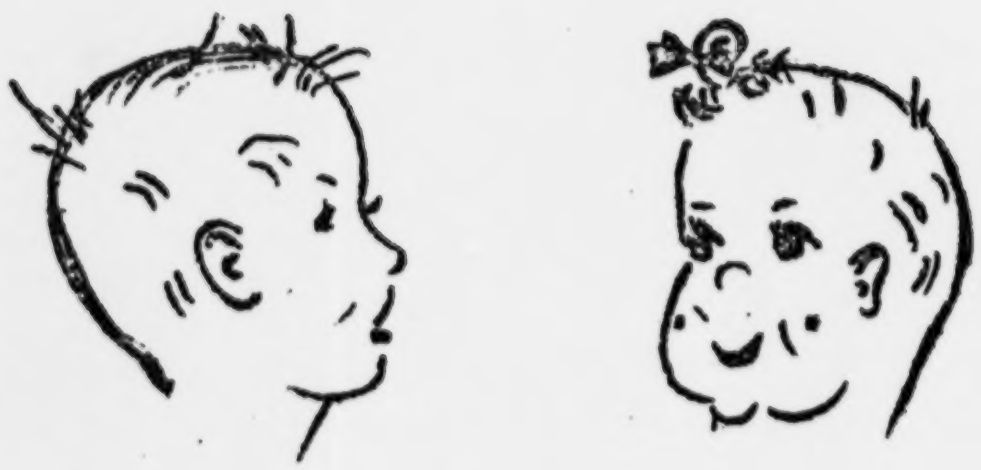
woman

lady

women

ladies

a baby



2 babies

VERBS

read

He is _____ a book.

He has _____ many books.

He will _____ many more books.

rĕad rēad reading

eat

The boy and girl are hungry!
They are _____ soup.
They _____ soup yesterday too.
They like soup so much that they will probably _____ it again tomorrow.

ate eat eating

catch

The boy wants to _____ the ball.

He is _____ it.

Yesterday he _____ it.

caught catch catching

ride

A cowboy is _____ a horse.

Yesterday he _____ a different horse.

Tomorrow he will _____ another horse.

ride rode riding

jump

The boy is happy!

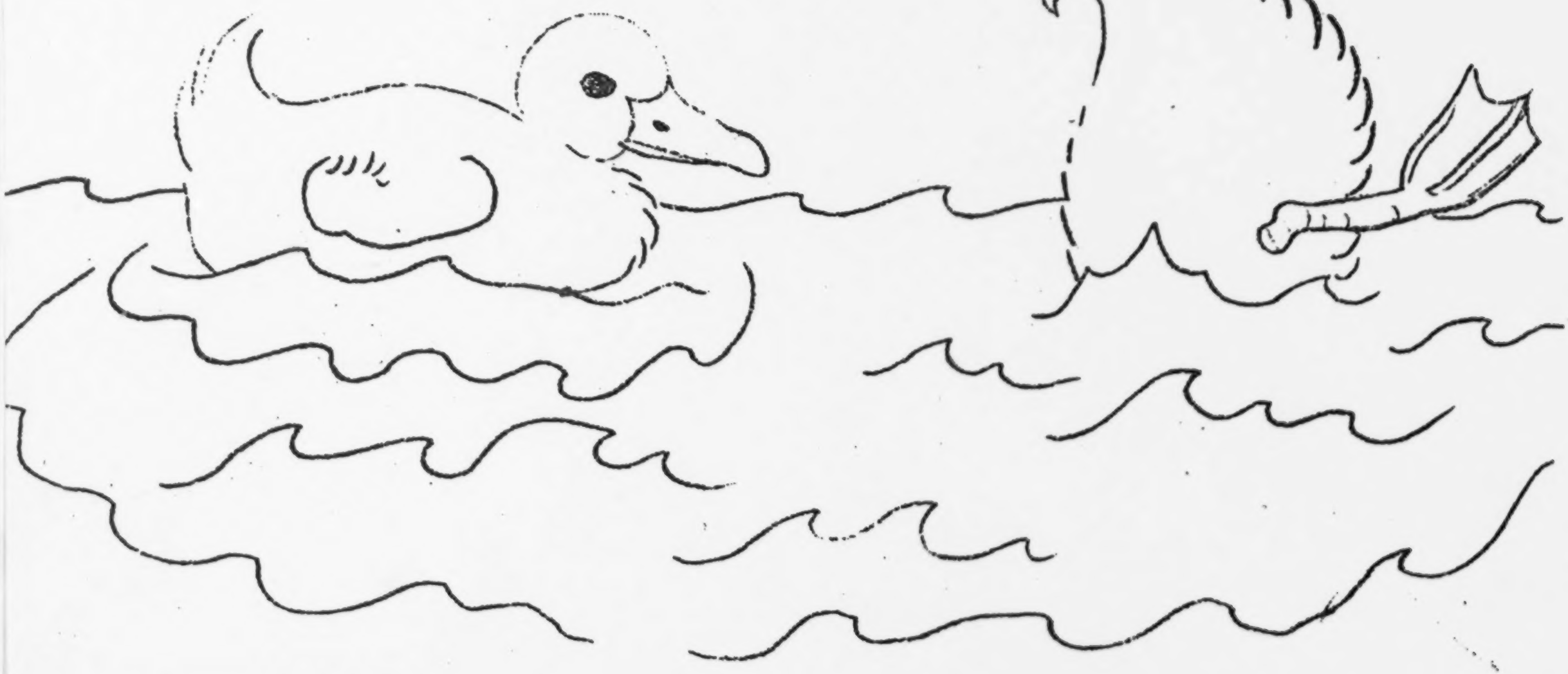
He is _____.

Yesterday he _____
up in the air.

Tomorrow he might _____
again.

jump jumped jumping

swim

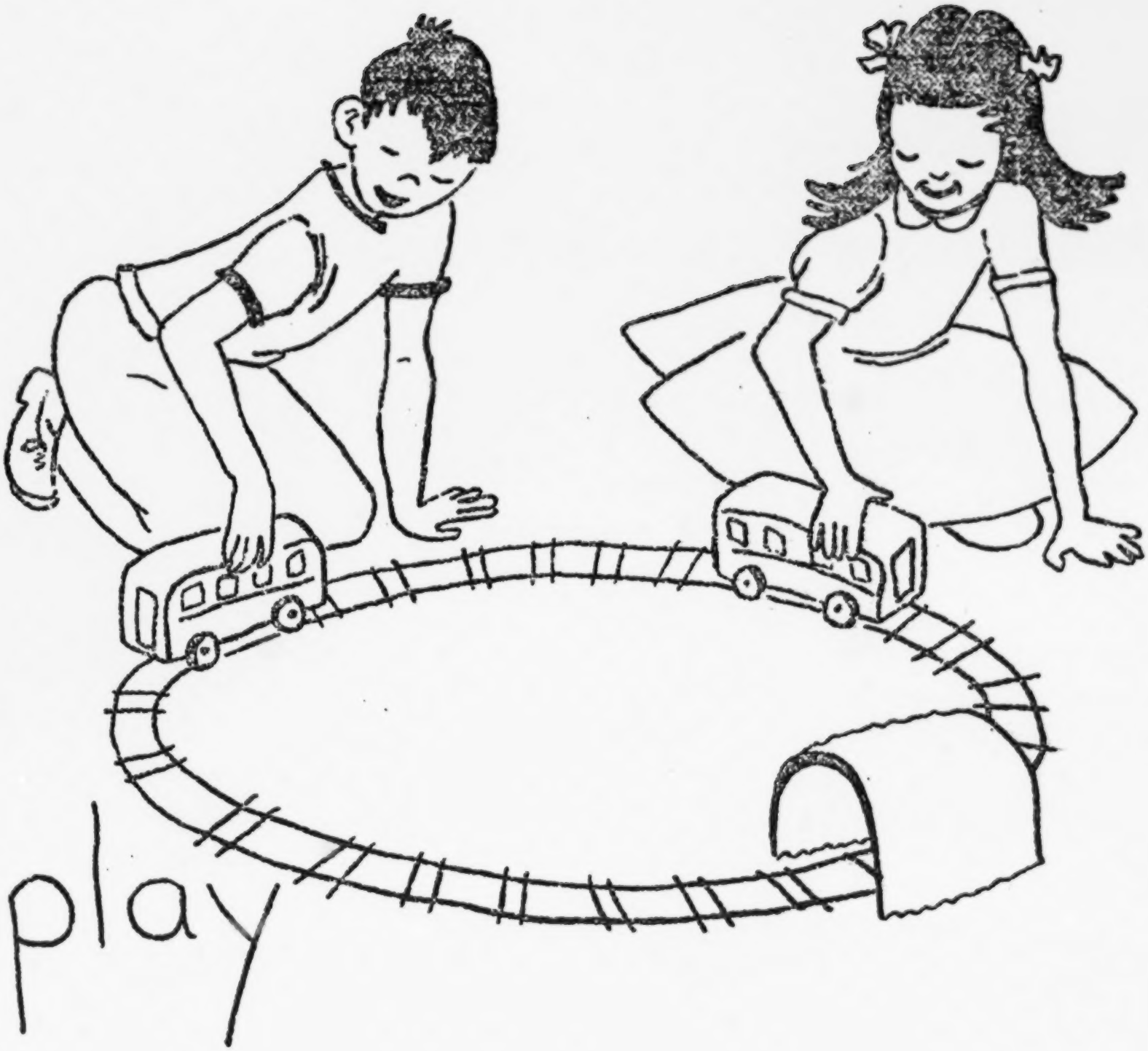


The duck is _____.

Yesterday he _____.

Tomorrow he will _____ again.

swim swam swimming



play

The boy and girl are
_____ with toys.

They _____ with them
yesterday.

They can _____ with them
again tomorrow.

playing played play

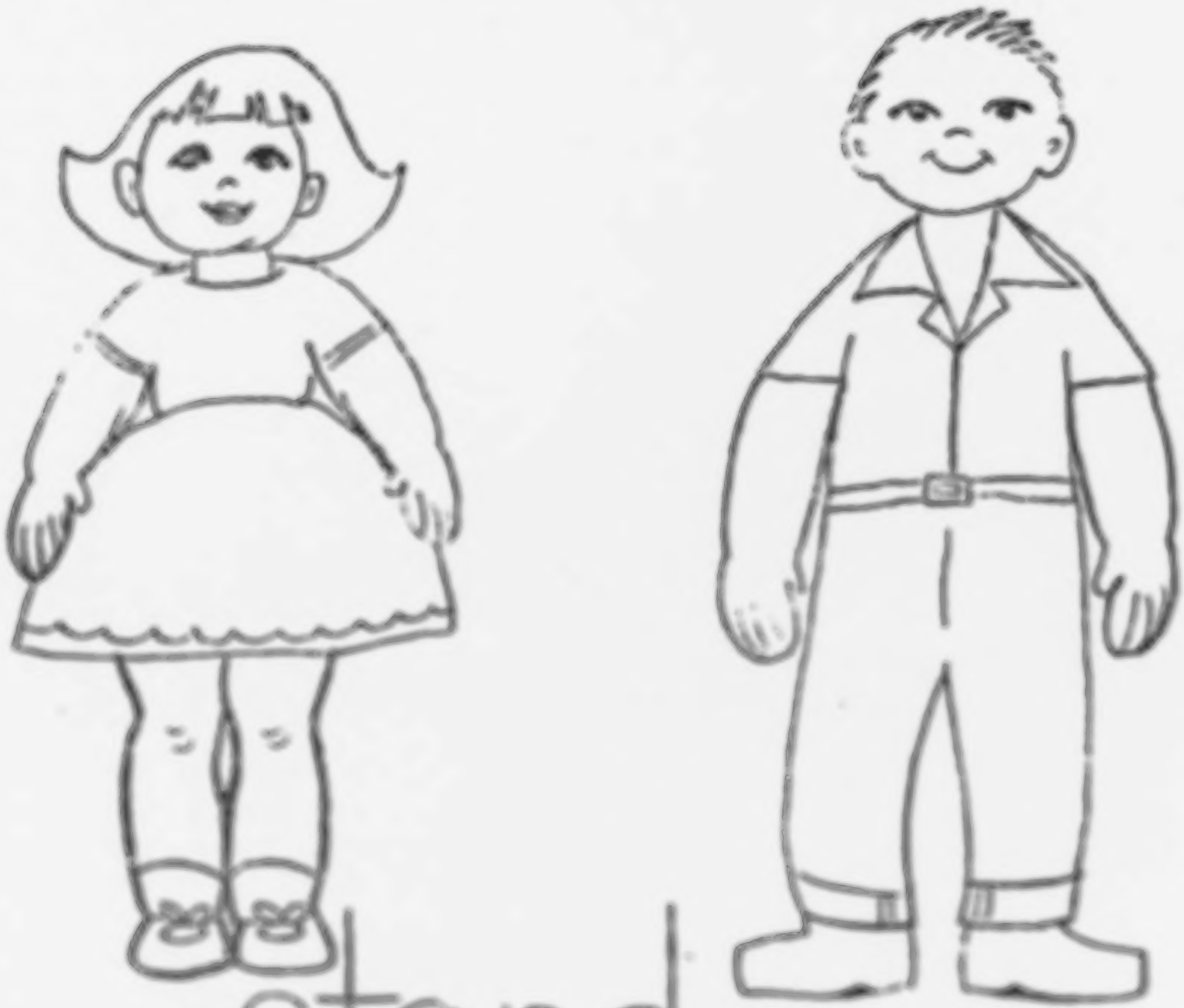
look

The boy and girl are _____ at the horses.

They have _____ at many things.

They will _____ at many more things from the train window.

looked look looking



stand

The boy and girl are _____.

Tomorrow they will _____ up again.

Yesterday they _____ there for a long time.

Standing stood stand

Sit

The girl is _____.

Yesterday she _____
in the same place.

She can _____ there
again tomorrow.

sitting sit sat

walk

There are two people _____.

Yesterday they _____.

Tomorrow they will _____ some more.

walking walk walked

Smile

This boy looks happy!

He is _____.

He _____ yesterday too.

I hope he will _____ tomorrow.

Smiling Smiled Smile

NAMES

hunt

This boy is hunting.

He is called a _____.

listen

This boy is listening.

He is a _____.

ski

This boy is skiing.
People who ski are
called _____.

cook

This lady is cooking.

She is a _____.

music

teach

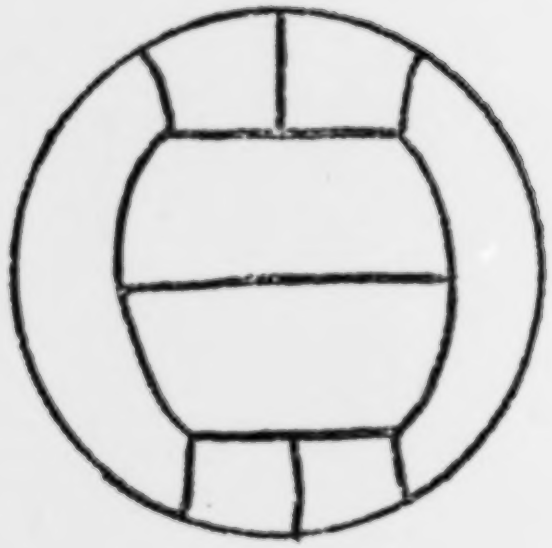
The lady is teaching the children. The lady is a _____.

fish

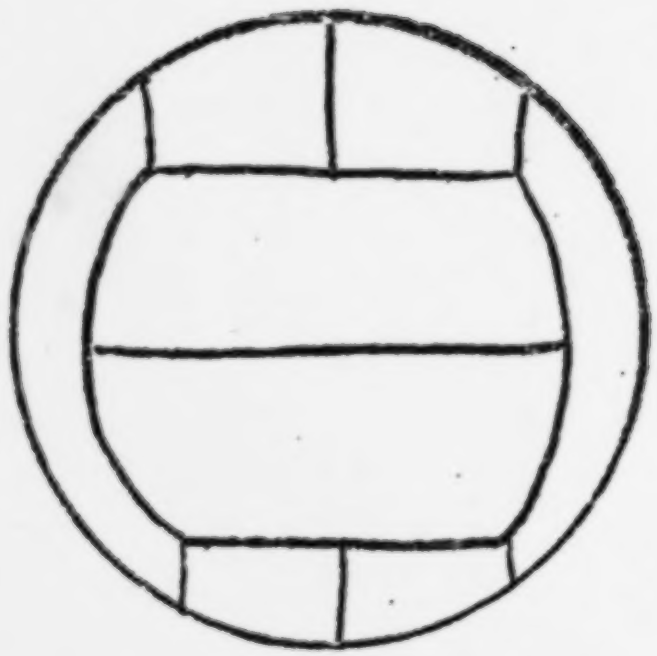
This boy is fishing.

He is a _____.

COMPARISONS and ANALOGIES



big



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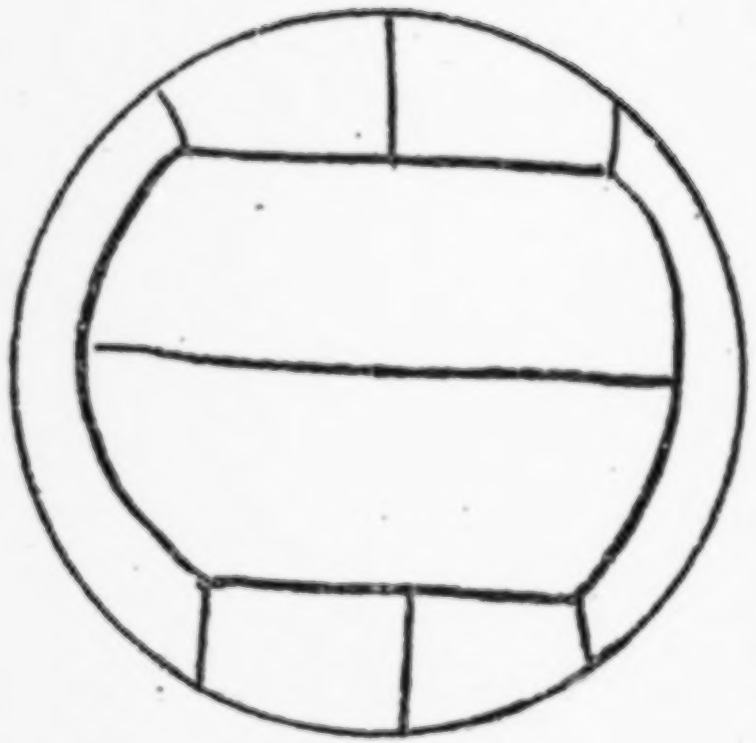


biggest

small

smaller

smallest

Spelling

1. boy
2. Kat ✓
3. nose
4. teachur ✓

good

Spelling

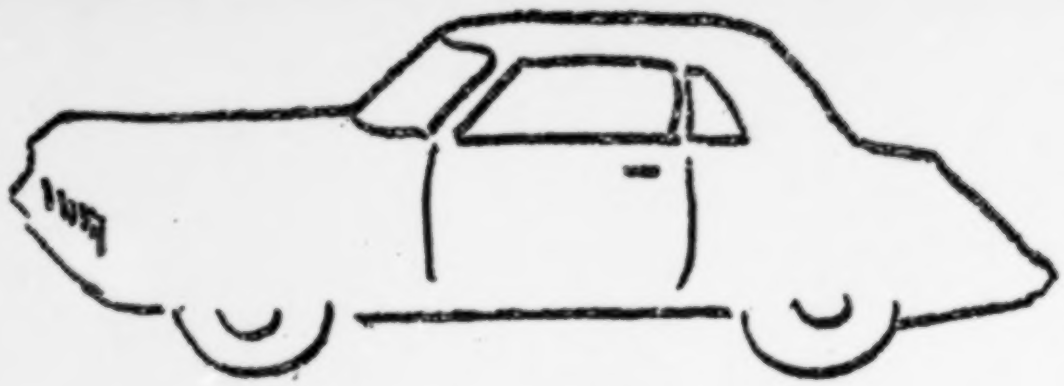
1. boy
2. cat
3. nose
4. teachur ✓

better

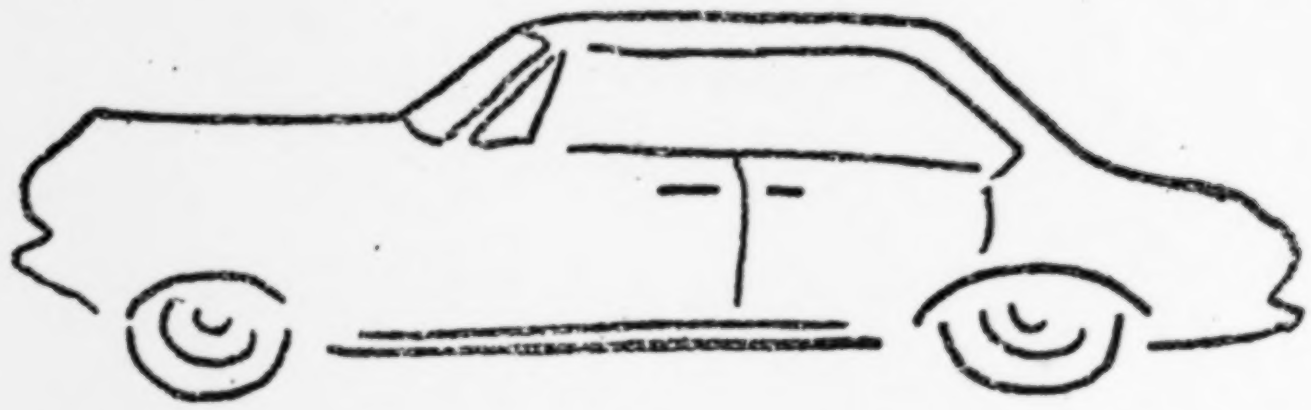
Spelling

1. boy
2. cat
3. nose
4. teacher

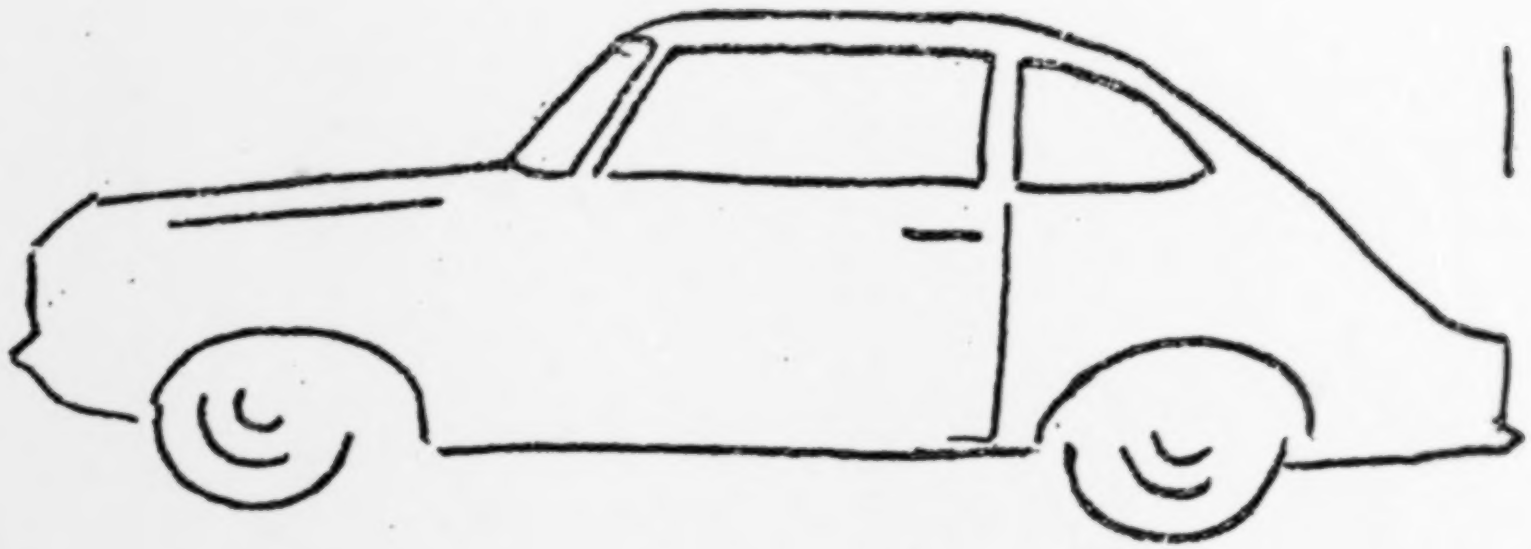
best



long



longer

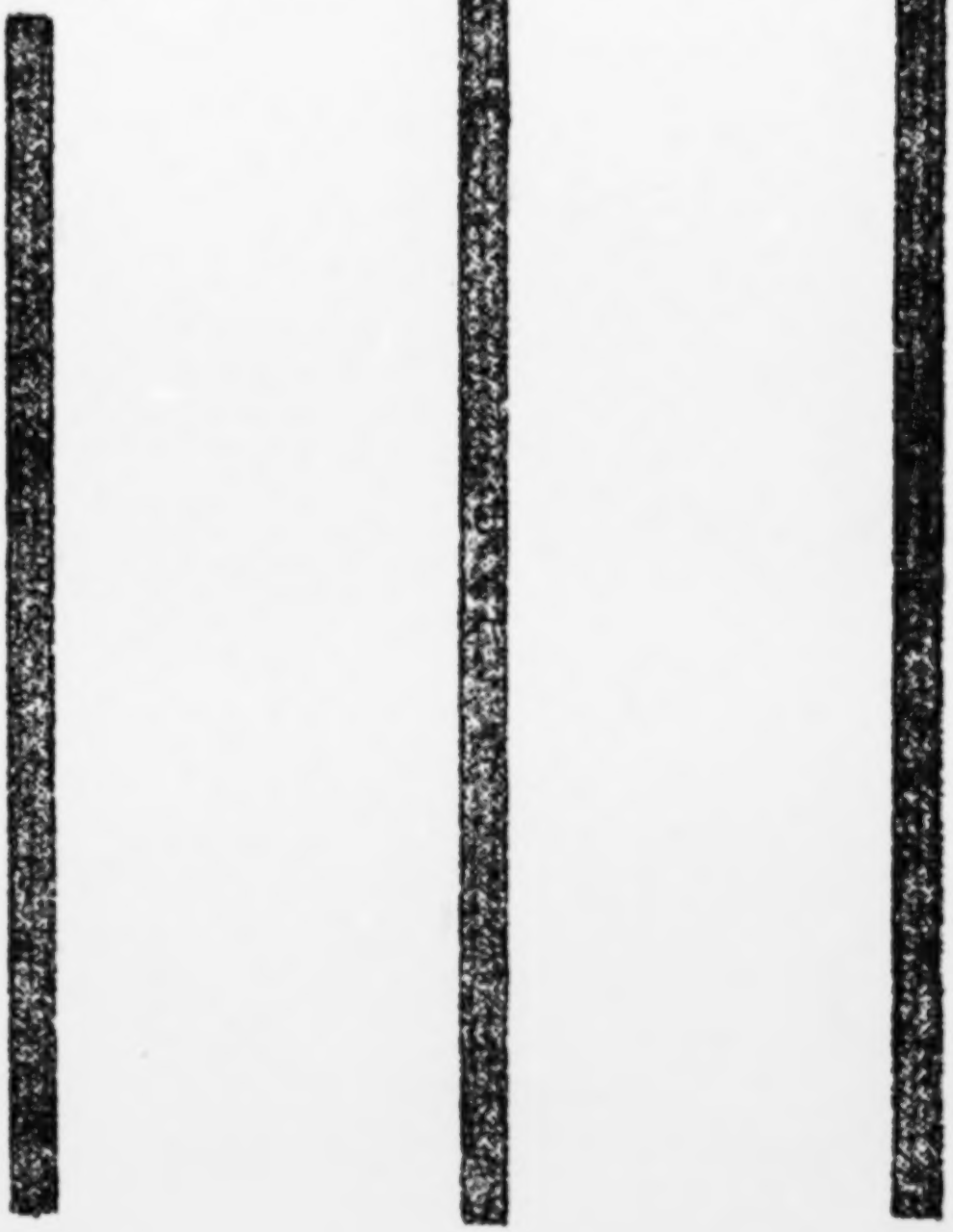


longest

tallest

taller

tall



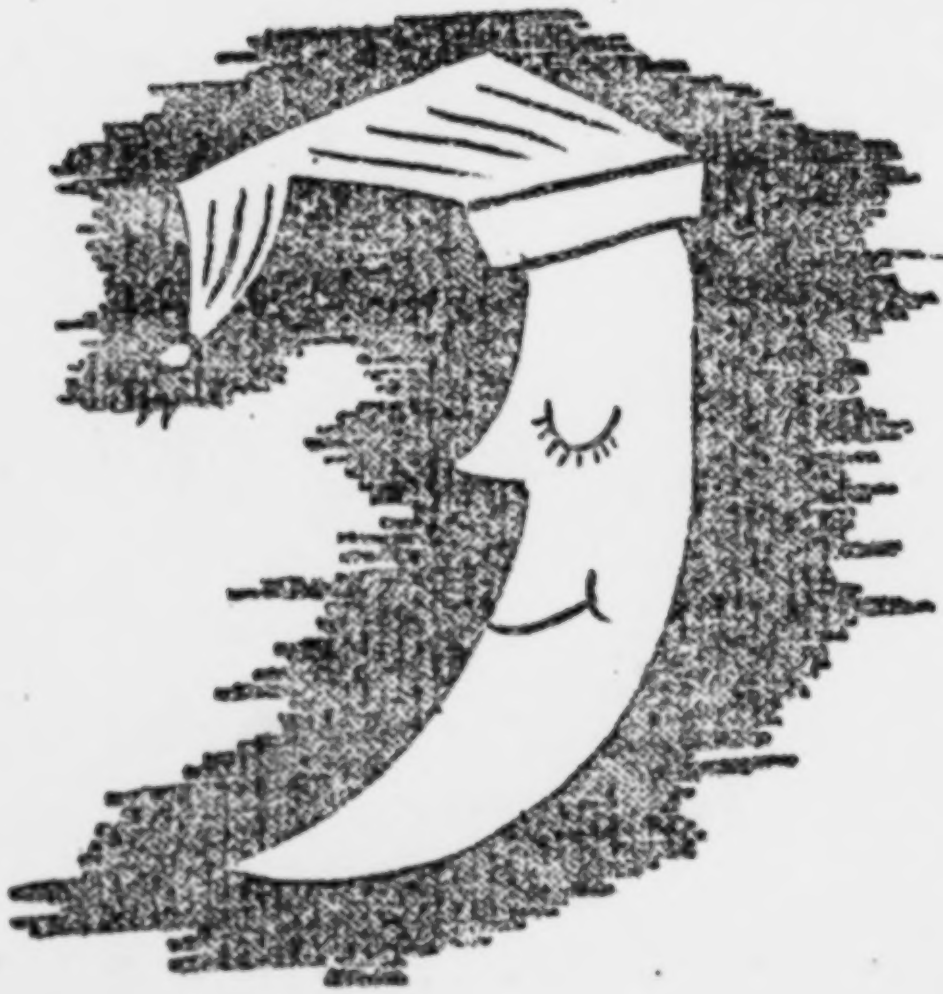
beside

under

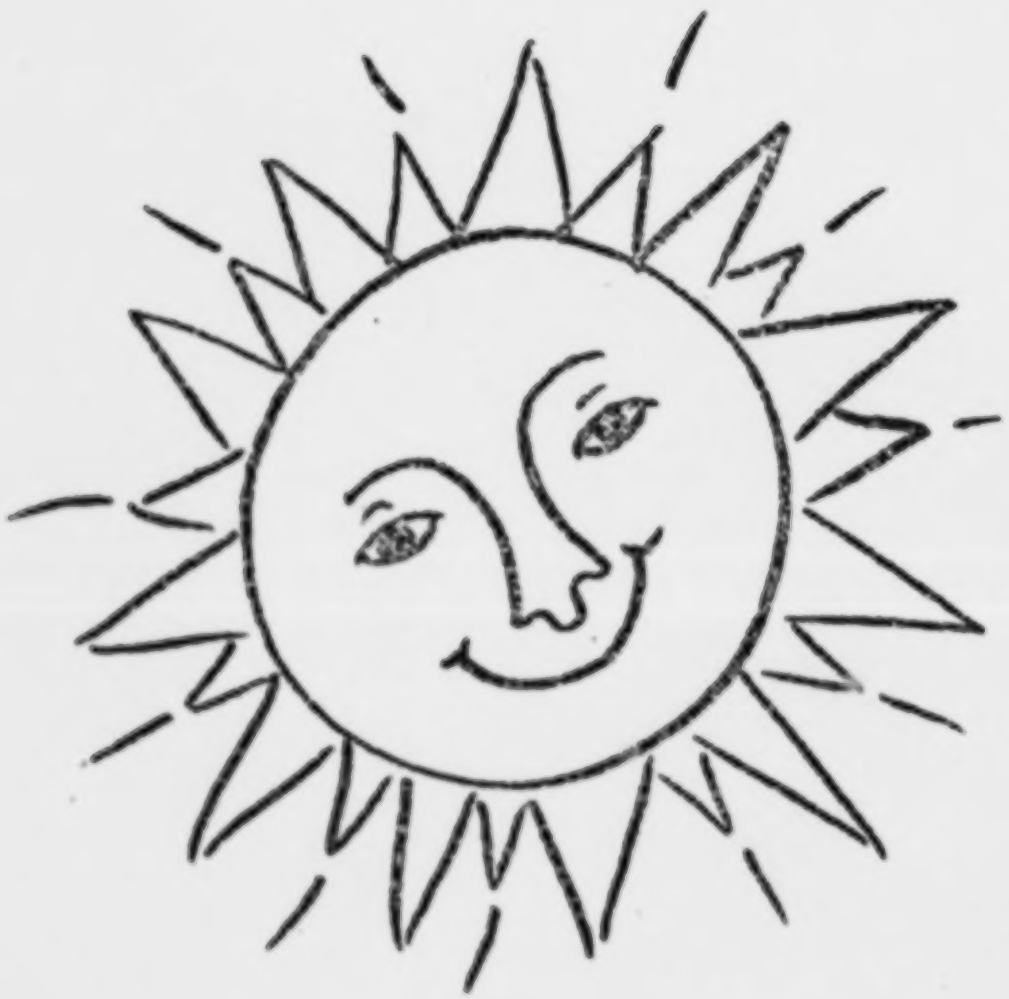
over

toes

fingers



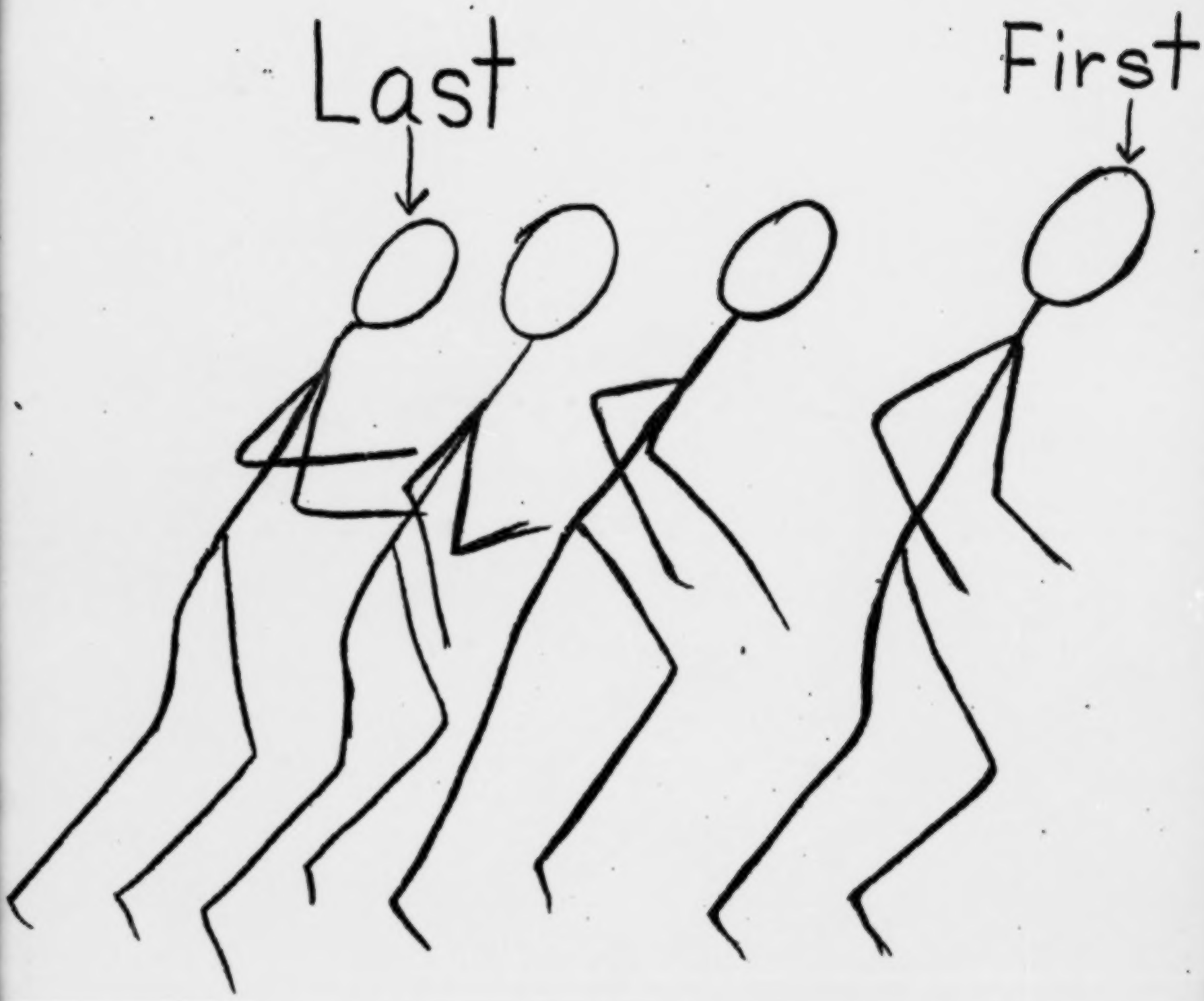
night

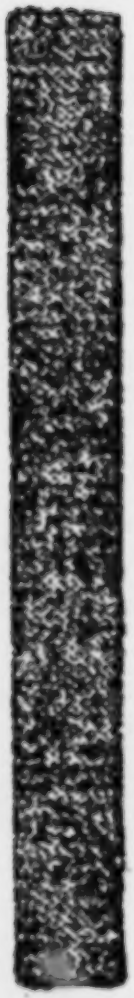


day

hot

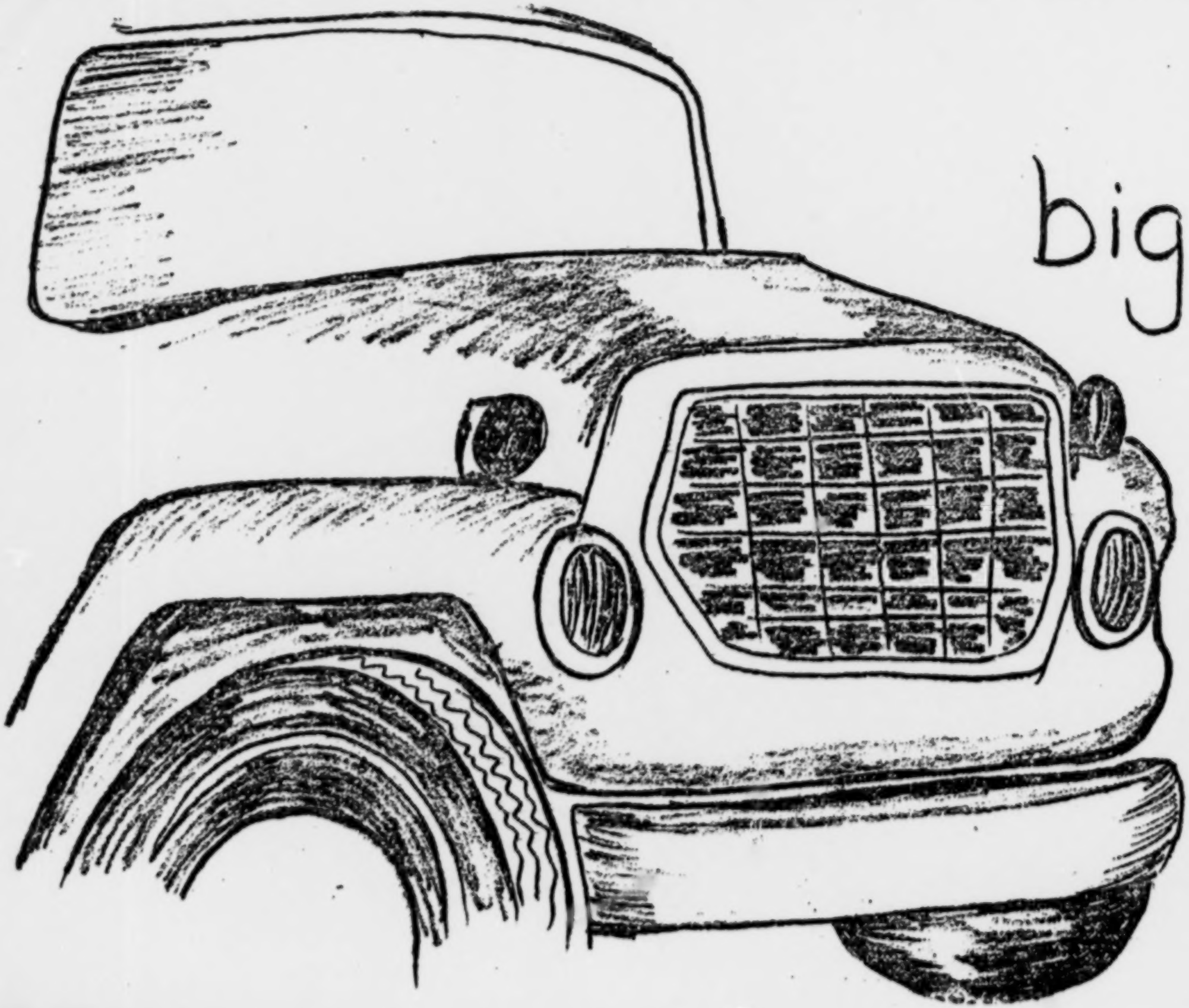
cold


Last
First

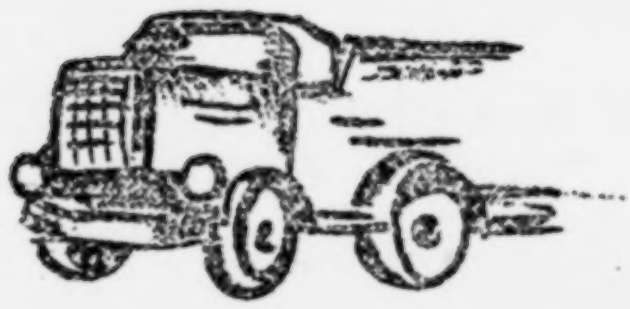


fat

thin



big



Small

asleep

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